

IOWA

K-12 & SCHOOL CHOICE SURVEY

What Do Voters Say About K-12 Education?

Polling Paper No. 16

October 8, 2013

With questions on state performance, education spending, grades and preferences for different types of schools, and views on private schools, charter schools, school vouchers, tax-credit scholarships, and education savings accounts

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Survey Project & Profile

Title:	Iowa K-12 & School Choice Survey
Survey Organization:	Braun Research, Inc. (BRI)
Survey Sponsor:	The Friedman Foundation for Educational Choice
Release Partner(s):	Iowa Alliance for Choice in Education (Iowa ACE)
Interview Dates:	June 24 to July 2, 2013
Interview Method:	Live Telephone 70% landline and 30% cell phone
Interview Length:	12 minutes (average)
Language(s):	English
Sample Frame:	Registered Voters
Sampling Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Samples:	IOWA = 605 Eastern/Cedar Rapids = 262 Central/Des Moines = 229
Margins of Error:	IOWA = ± 4.0 percentage points Eastern/Cedar Rapids = ± 6.1 percentage points Central/Des Moines = ± 6.5 percentage points
Response Rates:	Landline (LL) = 13.2% Cell Phone = 11.7%
Weighting?	Yes (Age, Race, Ethnicity, Gender, Region, and Landline/Cell)
Oversampling?	No

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The author is responsible for overall polling design; question wording and ordering; this paper's analysis, charts, and writing; and any unintentional errors or misrepresentations.

Survey Demographics

Percent (%) of State Sample	
K-12 Parent	27
Democrat	33
Republican	25
Independent	32
Urban	22
Suburban	21
Small Town	39
Rural	17
18 to 24	9
25 to 34	15
35 to 44	17
45 to 54	17
55 to 64	20
65 & Over	22
Hispanic	2
Not Hispanic	97
Asian	1
Black	2
Mixed Race	1
Native American	1
White	94
Catholic	22
Jewish	0
Mormon	1
Muslim	0
Protestant	49
Other	2
None	21
Under \$20,000	9
\$20,000 to \$39,999	22
\$40,000 to \$59,999	21
\$60,000 to \$79,999	12
\$80,000 to \$99,999	12
\$100,000 to \$149,999	8
\$150,000 or more	5
Male	48
Female	52

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Iowa's K-12 Profile

Average State Rank on NAEP ¹	23
High School Graduation Rate ²	87.9%
# Regular Public School Students ³	495,477
# Charter School Students ³	298
# Private School Students ⁵	37,223
% Regular Public School Students ⁶	93.0%
% Charter School Students ⁶	0.1%
% Private School Students ⁶	7.0%
# School Districts ³	359
# Regular Public Schools ³	1,480
# Charter Schools ⁴	3
# Private Schools ⁵	213
Online Learning Climate ⁷	Weak
% Free and Reduced-Price Lunch ³	38.9%
% Individualized Education Program (IEP) ³	13.8%
% English Language Learners (ELL) ³	4.4%
\$ Revenue Per Student ⁸	\$11,913
\$ "Total" Per Student Spending ⁸	\$11,818
\$ "Current" Per Student Spending ⁸	\$9,795
\$ "Instructional" Per Student Spending ⁸	\$6,040

Iowa Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Average of four rankings (rounded upward to nearest single digit) based on 2011 state scale scores for fourth-grade reading (#23); fourth-grade math (#19); eighth-grade reading (#28); eighth-grade math (#23).
URL: nationsreportcard.gov/data_tools.asp
2. Reported high school graduation rates, determined by the Averaged Freshman Graduation Rate (AFGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2009-2010 school year.
URL: nces.ed.gov/pubs2013/2013309/tables/table_01.asp
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2010-2011 school year.
URL: nces.ed.gov/nationsreportcard/states
4. National Alliance for Public Charter Schools. Data for the 2012-2013 school year.
URL: dashboard.publiccharters.org/dashboard/schools/page/overview/state/IA/year/2013
5. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2009–2010 school year. This count excludes schools with less than 5 students.
URL: nces.ed.gov/surveys/pss/privateschoolsearch
6. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100%.
7. Author rating (Weak, Moderate, or Strong), based on John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp, *Keeping Pace with K-12 Online Learning: An Annual Review of State-Level Policy and Practice*, (Evergreen Education Group, 2012), Table 1, p. 15.
URL: kpk12.com/cms/wp-content/uploads/KeepingPace2012.pdf
8. Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011)* (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (July 2013).
URL: nces.ed.gov/pubs2013/2013342.pdf

Overview

The “Iowa K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), measures Iowa registered voters’ familiarity and views on a range of K-12 education topics and school choice reforms. We report response levels and differences of voter opinion, as well as the intensity of those responses.

Where do Iowans stand on important issues and policy proposals in K-12 education? We try to provide some brief observations and insights in this paper.

A randomly selected and statistically representative sample of Iowa voters responded to 17 substantive questions and 12 demographic questions. A total of 605 telephone interviews were conducted in English from June 24 to July 2, 2013, by means of both landline and cell phone. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the statewide sample is ± 4.0 percentage points.

In this project we also included one split-sample experiment. A split-sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. In this case, the purpose was to see if providing a new piece of information about education spending can significantly influence opinion on the topic — a salient issue in Iowa’s state politics and representing an undercurrent in education policy discussions.

Our polling paper has four sections. The first section summarizes key findings. We call the second section “Survey Snapshots,” which offers charts highlighting the core findings of the project. The third section describes the survey’s methodology, summarizes response statistics, and presents additional technical information on call dispositions for landline and cell phone interviews. The fourth section displays the survey questions and results (“topline numbers”), allowing the reader to follow the interview as it was conducted, with respect to question wording and ordering.

Key Findings

- ▶ **Education is the second most important issue facing the state of Iowa, according to registered voters. Nearly one out of five Iowans (19%) said this was the most critical public policy issue. Health care was close behind as a priority (17%). To no major surprise, the economy and jobs was cited as the top issue by 27% of voters.**

See Question 1

The three topics – economy/jobs, education, health care – are reflected as major priorities across all demographics. Some statistically significant differences emerge when comparing within demographic categories. For example, Democrats (27%) are more likely to say health care is the most important issue, compared to Republicans (13%) and Independents (15%). Education is a relatively higher priority for Democrats (24%) and Independents (22%) than it is for Republicans (11%). More than one-third of middle-age Iowans (37%) say the economy and jobs is critical for the state, which is significantly higher than among young voters (18%) and older voters (23%).¹

- ▶ **More than three out of four voters in Iowa (77%) are paying attention to issues in K-12 education. Roughly one-quarter of voters (23%) said they pay “very little” or no attention.**

See Question 2

Voters who said they pay “a lot” of attention (40%) to K-12 education issues outnumber those who said they pay no attention (6%) by nearly seven to one.

¹ For terminology in this paper, “young voters” reflect respondents who are ages 18 to 34; “middle-age voters” are 35 to 54; and “older voters” are 55 and older.

Parents of school-age children are clearly engaged.² About six out of 10 school parents (62%) in the survey said they pay “a lot” of attention to educational issues, a figure that is nearly twice as large as the proportion of non-schoolers (33%) giving the same response.

Urbanites (28%) are significantly less likely to pay close attention to these issues compared to voters in the suburbs (43%), small towns (43%), or rural areas (46%). Another contrast emerges when comparing political party identification. Democrats (46%) are more likely to be attuned to K-12 education issues than Republicans (32%).

- **Iowans are slightly more likely to think that K-12 education has gotten off on the “wrong track” (46%), compared to the two-fifths of voters (40%) who say it is heading in the “right direction.”**

See Question 3

More than half of the voters (52%) who live in the Eastern Iowa/Cedar Rapids region have a negative view on the direction of K-12 education in Iowa, the highest number among the observed demographic groups in this poll.

- **Nearly two out of three respondents give positive ratings to the state’s public school system (65% said “good” or “excellent”; 34% said “fair” or “poor”).**

See Question 4

Voters in Central Iowa (69%) view the public school system more favorably than people living in Eastern Iowa (60%). Rural voters (55%) are relatively less supportive than suburbanites (68%) and small-town voters (67%).

² For this paper, we use the label “school parents” to refer to those respondents who said they have one or more children in preschool through high school. We use the label “non-schoolers” for respondents without children, or who may have children that are not in the specific grade range PK-12.

Democrats' responses – clearly more positive in their views – are significantly different than Republicans. Seven out of 10 Democrats (71%) gave positive ratings to the state's system for public schools, greater than the proportion of Republicans (58%) and Independents (63%) saying the same. Self-described political moderates (73%) were more positive than liberals (59%) and conservatives (60%).

- **Based on open-end survey responses, Iowa voters do not know how much is spent per student in the public schools. There is very low awareness about public spending on K-12 education.**

See Question 5

On average, \$9,800 is spent on each student in Iowa's public schools, and only 11% of respondents could estimate the correct per-student spending range for the state (this dollar figure reflects "current expenditures" per student). About 46% of respondents thought that \$8,000 or less is being spent per student in the state's public schools. Another 34% of voters said they "don't know" and did not offer a spending number.

When considering "total expenditures" per student (\$11,818 in 2010-11), which is another definition for educational spending, voter estimates appear even more dramatically off-target.³

Eight out of 10 survey respondents (80%) either underestimated educational spending per student (for either definition), or they could not give an answer or

³ "Current Expenditures" data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. "Total Expenditures" includes the latter categories.

See Stephen Q. Cornman, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011) (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (July 2013).

URL: nces.ed.gov/pubs2013/2013342.pdf

guess. No matter how one defines expenditures (per student), it is clear voters are uninformed about how money is spent on K-12 education.

- ▶ **When given the latest per-student spending information, voters are significantly less likely to say public school funding is at a level that is “too low,” compared to answering without having such information.**

See Questions 6A and 6B

In an experiment, we asked two slightly different questions about the level of public school funding in Iowa. On version 6A, 45% of voters said that public school funding is “too low.” However, on version 6B, which included a sentence referring to data on per-student funding in Iowa (\$9,807), the proportion of voters saying “too low” shrank by 11 percentage points to 34%, effectively a 24% reduction.

It seems that voters are likely to change their views on public school funding — at least for those who believe it is “too low” — if given accurate per-student spending information. This implication that opinion can turn on a single piece of data is important when considering political sound bites that focus on aggregate levels of public spending rather than how the money is allocated and spent per student.

- ▶ **Nearly equal proportions of Iowa voters give grades A or B to local public schools and private/parochial schools in their communities. However, when considering only those respondents who actually stated a grade, the local private schools (to which 79% give an A or B) fare even better than public schools (to which 60% give an A or B).**

See Questions 7A, 7B, and 7C

Approximately 58% of voters give an A or B to local public schools, while 58% give an A or B to local private/parochial schools. Only 3% of voters give a D or F grade to private schools, and 9% gave the same low grades to public schools. It should be noted that much higher proportions of voters did not express a view for

private schools (26%) or charter schools (52%), compared to the proportion that did not grade public schools (3%). Exposure and awareness is low among Iowans. The state had only a few operating charters as of 2012-13.

- ▶ **When asked for a preferred school type, 49% of Iowans would choose a public school first. A private school option is the second most frequently cited preference (38%). Equal proportions of voters would prefer to send their child to a charter school (5%) or homeschool (5%). There is a disconnect between voters' school preferences and actual enrollment patterns in the state. Voters show a diverse range of schooling preferences.**

See Questions 8 and 9

Approximately 7% of Iowa's K-12 student population attend private schools, but in our survey interviews, 38% of respondents would select a private school as a first option. About 93% of the state's students attend regular public schools, but a much lower percentage of the state's voters (49%) would choose a regular public school as a first choice. Only several hundred students in Iowa have the opportunity to attend a public charter school, but in our survey about 5% of respondents said that they would like to send their child to a charter school. Another 5% said he/she would opt to homeschool their child.

In a follow-up question, respondents in our survey prioritize "better education/quality" (12%) as the key attribute they are looking for in the selection of their preferred school. The second school attribute cited most was "socialization/peers/other students" (10%). Some caution is warranted when analyzing this item in the questionnaire. These characteristics appear to be a higher priority over others on the list. However, any of these qualities may or may not attract more urgency as a second or third priority, which we do not explore in this survey.

- ▶ **Iowa voters are twice as likely to favor charter schools (50%), rather than oppose such schools (25%). The net support for charter schools is large (+25 percentage points). We estimate approximately 53% of voters are not familiar with charter schools.**

See Questions 10 and 11

We asked a pair of questions about charter schools. The initial question asked for an opinion without offering any definition. On this baseline question, 27% of voters said they favored charters and 20% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this basic definition, support rose 23 points to 50%, and opposition increased five points to 25%.

Considering the definition question, Iowa registered large positive margin of support (+25 points) favoring charter schools. The intensity is in the positive direction (+5 points). Voters are more likely to say they “strongly favor” charter schools (16%) compared to those who said they “strongly oppose” (11%) such schools.

A detectable contrast is evident among political parties. Republicans (69%) are much more supportive of charter schools than Democrats (40%). About half of Independents (51%) say they favor charters. More than one-third of Democrats (35%) are opposed to charter schools, which is substantially more than the Republicans (17%) and Independents (26%) who say the share that negative view.

The most intense support for charter schools is found among Republicans (+24 points) and conservatives (+19 points). There is a mild negative intensity among Democrats (-8 points).

Approximately 53% of voters did not express an opinion about charter schools on the baseline question.

- ▶ **A majority of Iowans (54%) said they support school vouchers, compared to 38% of voters who said they oppose such a school choice**

system. The margin of support (+16 points) is almost four times the survey's margin of error.

See Questions 12 and 13

The interview sequence asking about school vouchers mirrored the approach taken for charter schools. In the first question, respondents were asked for their views on vouchers without offering any definition or other context. On this baseline question, 30% of Iowans said they favored vouchers and 27% said they opposed the policy. In the follow-up question, respondents were given a straightforward definition for a school voucher system, with voter support rising 24 points to 54%, and opposition increasing 11 points to 38%.

The positive differential increases five-fold when considering the response changes moving from the baseline to definition question for vouchers (baseline = +3 points; definition = +16 points). Among voters, the positive intensity for vouchers (+5 points) is in the positive direction like it is for charter schools.

The proportion of “don’t know” responses shrinks by 34 points (43% to 9%) when comparing the baseline item to the definition item.

The demographic groups most likely to favor school vouchers are school parents (66%), those living in rural areas (61%), Republicans (73%), conservatives (70%), young voters (60%), middle-age voters (62%), and low-income earners (59%). The groups that are least likely to support vouchers are Democrats (41%), political moderates (39%), and older voters (44%).⁴

The groups that stand out on vouchers reflect those having the highest margins of support, including school parents (+37 points), rural residents (+32 points),

⁴ For this paper, “low-income” refers to respondents with annual household incomes less than \$40,000; “middle-income” refers to respondents with annual household incomes at least equal to \$40,000 but less than \$80,000; “high-income” refers to respondents with annual household incomes at least equal to or greater than \$80,000.

Republicans (+50 points), political conservatives (+45 points), young voters (+32 points), middle-age voters (+31 points), low-income earners (+25 points), Catholics (+25 points), and those not religiously affiliated (+24 points). In relative contrast, the smallest margins are among non-schoolers (+8 points), suburbanites (+1 point), and political liberals (+1 point). Democrats (-13 points) and political moderates (-12 points) are most negative on vouchers.

The intensity for vouchers varies quite a bit across demographic groups. Most intensely supportive are school parents (+23 points), Republicans (+35 points), conservatives (+29 points), young voters (+17 points), and Catholics (+17 points). Those groups most intensely negative are Democrats (-15 points), liberals (-10 points), and moderates (-15 points).

- **Iowa voters are more likely to support an “education savings account” system (ESA) rather than oppose it. The percentage of those who favor ESAs (48%) is significantly greater than the proportion who say they oppose this type of public policy (38%).**

See Question 14

The demographic groups most likely to favor ESAs are school parents (58%), Republicans (55%), conservatives (54%), young voters (60%), middle-age voters (56%), and those not religiously affiliated (62%). The groups that are least likely to support ESAs are political moderates (41%) and older voters (37%).

The groups having the highest margins of support for ESAs include school parents (+30 points), Eastern Iowans (+16 points), Republicans (+27 points), liberals (+15 points), young voters (+32 points), middle-age voters (+26 points), Catholics (+17 points), and those not religiously affiliated (+35 points). In relative contrast, the smallest margins are among non-schoolers (+3 points), rural residents (+4 points), and Democrats (+1 point). Older voters (-13 points) are most negative on ESAs.

Like school vouchers, the intensity for ESAs varies across demographic groups. Most intensely supportive are school parents (+10 points), Republicans (+7 points), Catholics (+7 points), and those not religiously affiliated (+11 points). Those groups most intensely negative are non-schoolers (-9 points), suburbanites (-11 points), Democrats (-10 points), liberals (-7 points), moderates (-8 points), older voters (-19 points), and protestants (-13 points).

Fourteen percent of respondents did not express an opinion about ESAs.

- ▶ **Voters clearly prefer universal access to education savings accounts, compared to eligibility that is based solely on financial need.**

See Questions 15 and 16

Nearly six out of 10 voters (57%) said they agree with the statement that “ESAs should be available to all families, regardless of incomes and special needs.” Nearly one-third of respondents (32%) “strongly agree” with this statement. About one-third (34%) disagree with this statement; 21% said they “strongly disagree.”

Approximately 33% of Iowa voters said they agree with the statement that “ESAs should only be available to families based on financial need.” Fifteen percent of respondents “strongly agree” with this statement. A solid majority (59%) said they disagree with means-testing ESAs, and 36% said they “strongly disagree.”

- ▶ **By a two-to-one margin, voters support the school choice policy financing “tax-credit scholarships.” The percentage of those who favor (58%) is twice as large as the number of people who say they oppose such a school choice reform (29%). The margin of support is very large, roughly +29 percentage points. Likewise, voters are more likely to be intensely favorable toward tax-credit scholarships (+9 points).**

See Question 17

Groups most likely to favor tax-credit scholarships are school parents (66%), Republicans (74%), conservatives (67%), young voters (60%), middle-age voters (72%), high-income earners (69%), and Catholics (67%). Older voters (46%) are the least likely to support tax-credit scholarships in Iowa.

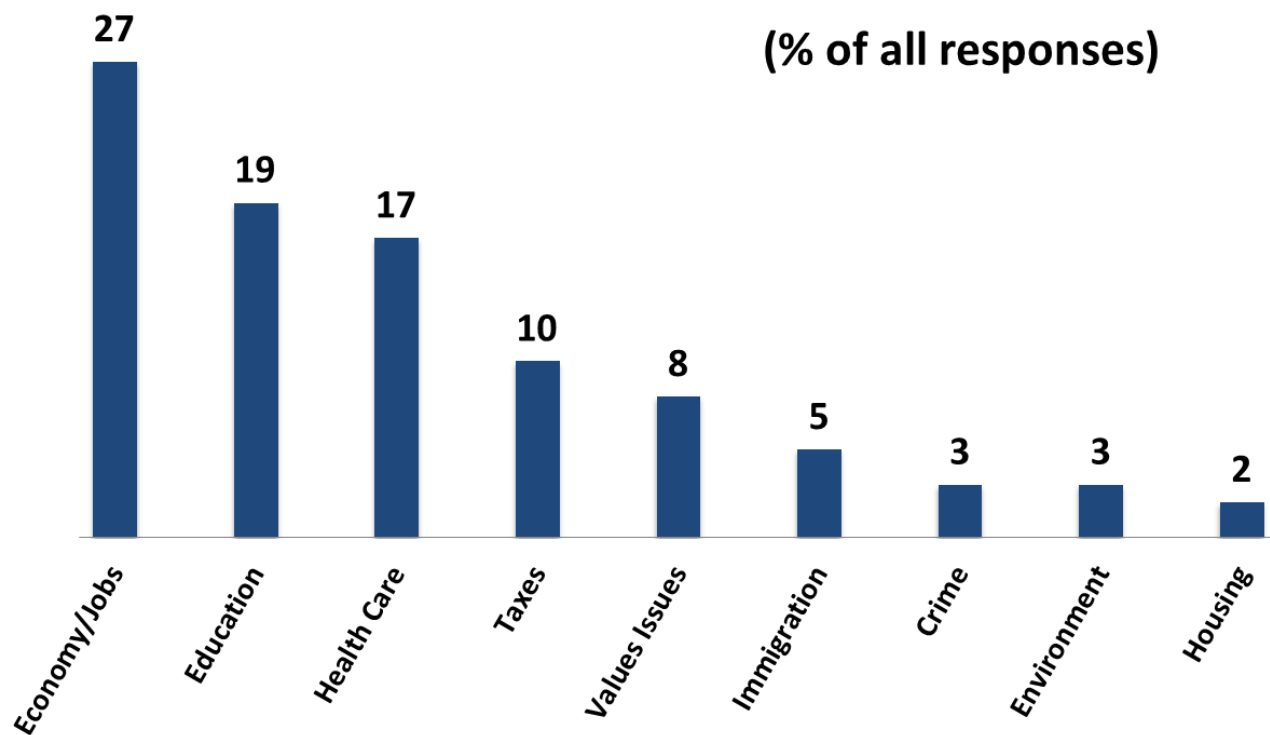
The groups having the highest margins of support for tax-credit scholarships include school parents (+40 points), Eastern Iowans (+34 points), urbanites (+32 points) and rural residents (+31 points), Republicans (+57 points), conservatives (+42 points), young voters (+36 points), middle-age voters (+53 points), high-income earners (+43 points), and Catholics (+48 points). By contrast, older voters (+5 points) demonstrate the smallest margin of favorability.

Most intensely supportive of tax-credit scholarships are school parents (+20 points), Republicans (+34 points), conservatives (+25 points), middle-age voters (+26 points), high-income earners (+20 points), and Catholics (+22 points). Older voters (-8 points) are most intensely negative on this public policy.

Thirteen percent of respondents did not express an opinion.

Survey Snapshots

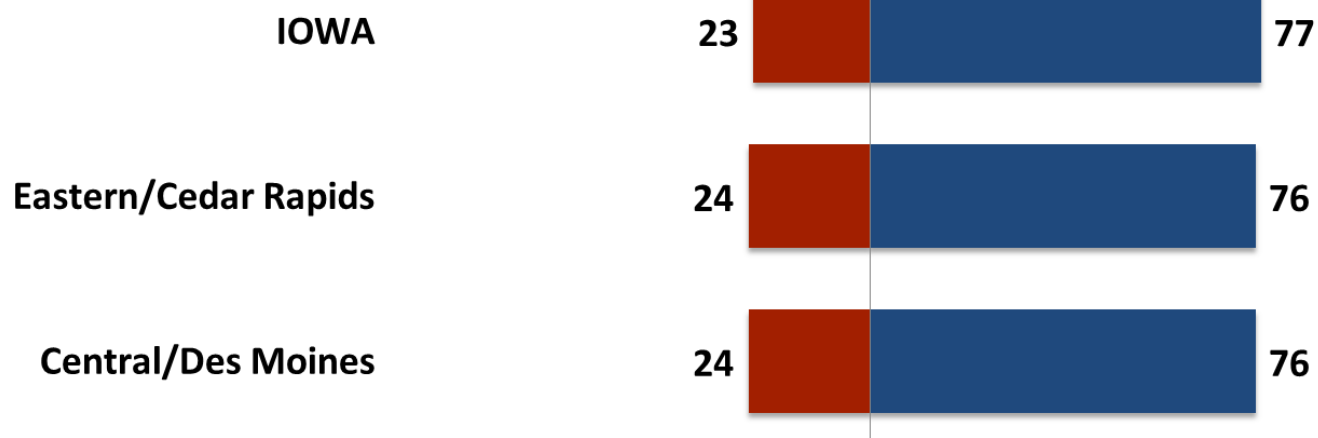
Q1. Which of the following do you see as the most important issue facing the state... ?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey, Q1.*

Q2. How much attention do you pay to issues involving K-12 education?

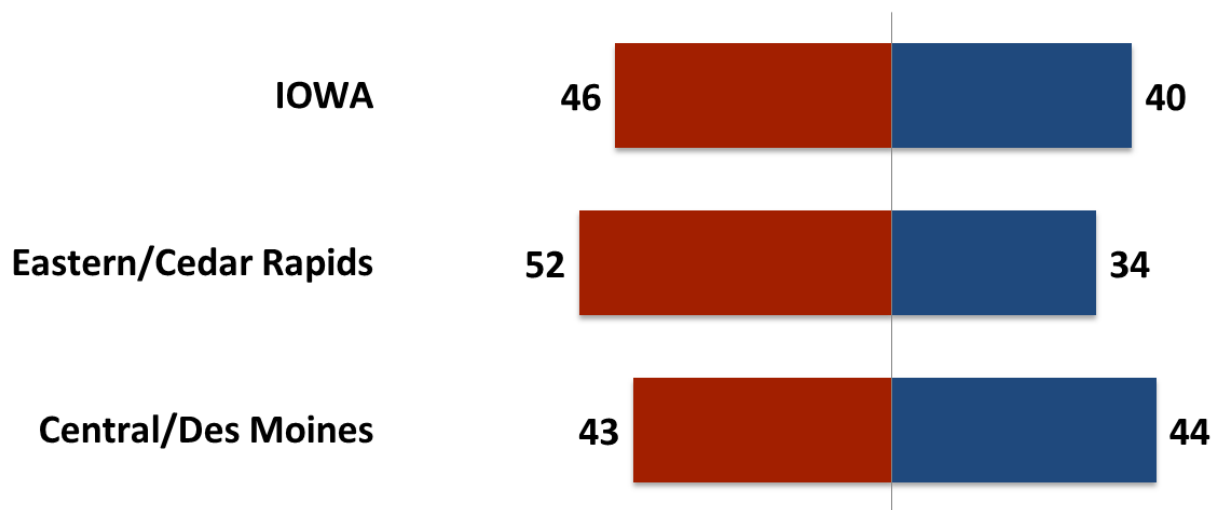
■ **Very Little/None** ■ **Some/A Lot**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey, Q2.*

Q3. Do you feel things in Iowa's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

■ **Wrong Track** ■ **Right Direction**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q3.

Q3. Do you feel things in Iowa's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

	Right Direction %	Wrong Track %	Diff	N=
ALL RESPONDENTS	40	46	- 6	605
School Parent	44	48	- 4	127
Non-Schooler	39	45	- 6	474
COMMUNITY				
Urban	39	48	- 9	131
Suburban	45	40	+ 5	134
Small Town	36	47	- 11	227
Rural	41	48	- 7	103
PARTY ID				
Democrat	40	45	- 5	205
Republican	42	46	- 4	145
Independent	39	46	- 7	201
IDEOLOGY				
Liberal	34	50	- 16	117
Conservative	40	50	- 10	223
Moderate	43	37	+ 6	215
AGE GROUP				
18 to 34	45	43	+ 2	84
35 to 54	36	48	- 12	162
55 & Over	40	45	- 5	332
HOUSEHOLD INCOME				
Under \$40,000	44	41	+ 3	184
\$40,000 to \$79,999	38	49	- 11	189
\$80,000 & Over	40	47	- 7	141
RELIGION				
Catholic	40	48	- 8	140
Protestant	41	44	- 3	321
None	33	49	- 16	90

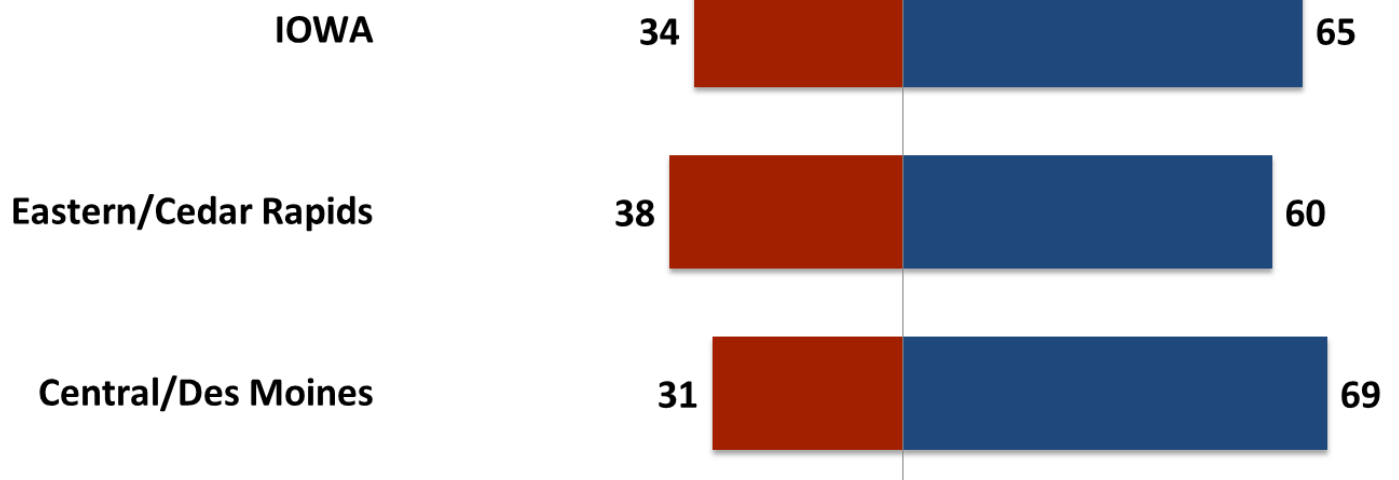
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

SOURCE: Friedman Foundation for Educational Choice, *Iowa K-12 & School Choice Survey*, Q3.

Q4. How would you rate Iowa's public school system?

■ Fair/Poor

■ Good/Excellent



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q4.

Q4. How would you rate Iowa's public school system?

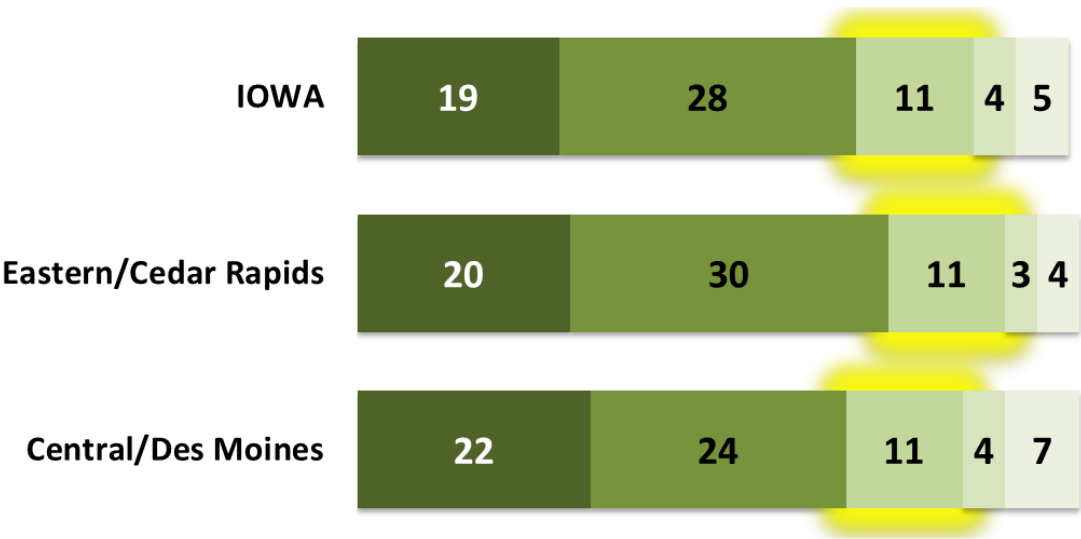
	Good/Excellent %	Fair/Poor %	Diff	Intensity	N=
ALL RESPONDENTS	65	34	+ 31	+ 8	605
School Parent	65	34	+ 31	+ 11	127
Non-Schooler	64	35	+ 29	+ 7	474
COMMUNITY					
Urban	63	35	+ 28	even	131
Suburban	68	31	+ 37	+ 7	134
Small Town	67	32	+ 35	+ 12	227
Rural	55	44	+ 11	+ 8	103
PARTY ID					
Democrat	71	28	+ 43	+ 9	205
Republican	58	40	+ 18	+ 10	145
Independent	63	37	+ 26	+ 6	201
IDEOLOGY					
Liberal	59	41	+ 18	+ 2	117
Conservative	60	38	+ 22	+ 8	223
Moderate	73	26	+ 47	+ 9	215
AGE GROUP					
18 to 34	59	40	+ 19	+ 8	84
35 to 54	63	36	+ 27	+ 10	162
55 & Over	69	30	+ 39	+ 6	332
HOUSEHOLD INCOME					
Under \$40,000	66	34	+ 32	+ 9	184
\$40,000 to \$79,999	64	34	+ 30	+ 7	189
\$80,000 & Over	63	36	+ 27	+ 7	141
RELIGION					
Catholic	67	31	+ 36	+ 10	140
Protestant	66	33	+ 33	+ 10	321
None	57	42	+ 15	+ 2	90

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference indicates the enthusiasm behind the positive or negative ratings.

SOURCE: Friedman Foundation for Educational Choice, *Iowa K-12 & School Choice Survey*, Q4.

Q5. How much do you think is spent per year on each student in Iowa's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

- Less Than \$4,000
- \$4,001 - \$8,000
- \$8,001 - \$12,000
- \$12,001 - \$16,000
- Over \$16,000



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q5.

Q6-Split A. Do you believe that public school funding in Iowa is at a level that is:

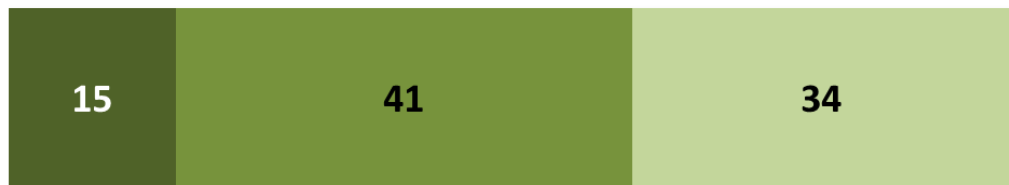
Q6-Split B. According to the most recent information available, in Iowa \$9,807 is being spent each year per student attending public schools. Do you believe that public school funding in Iowa is at a level that is:

- Too High
- About Right
- Too Low

Q6A (Without Information)



Q6B (With Information)

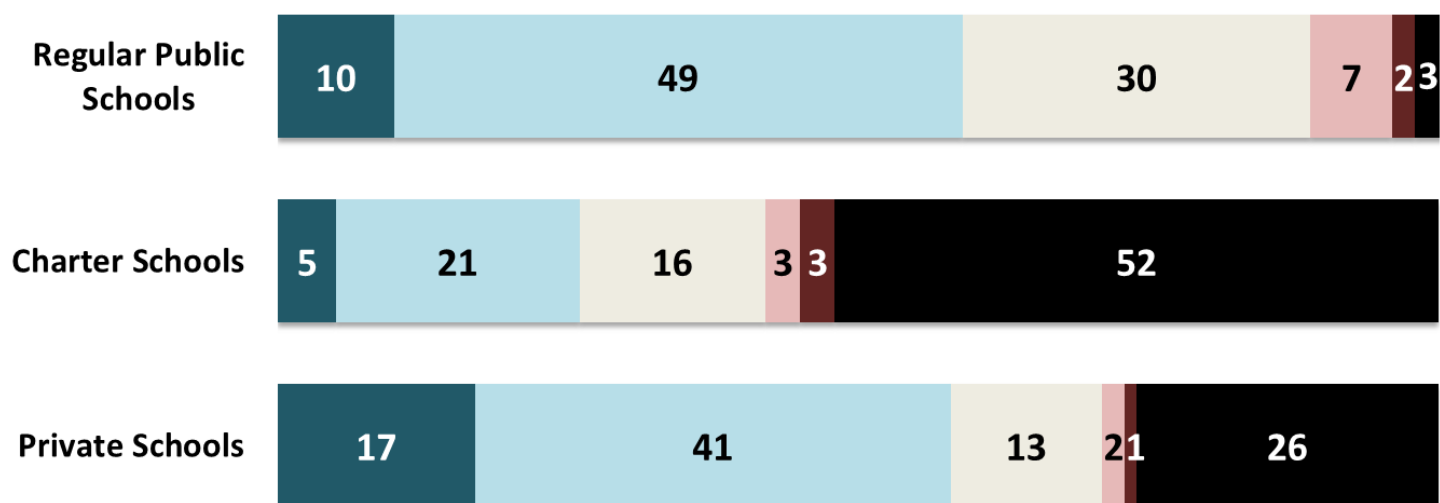


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q6A and Q6B.

Q7. In thinking about the schools in your area,
what grade would you give...

■ A ■ B ■ C ■ D ■ F ■ NA/DK

(% of all responses)

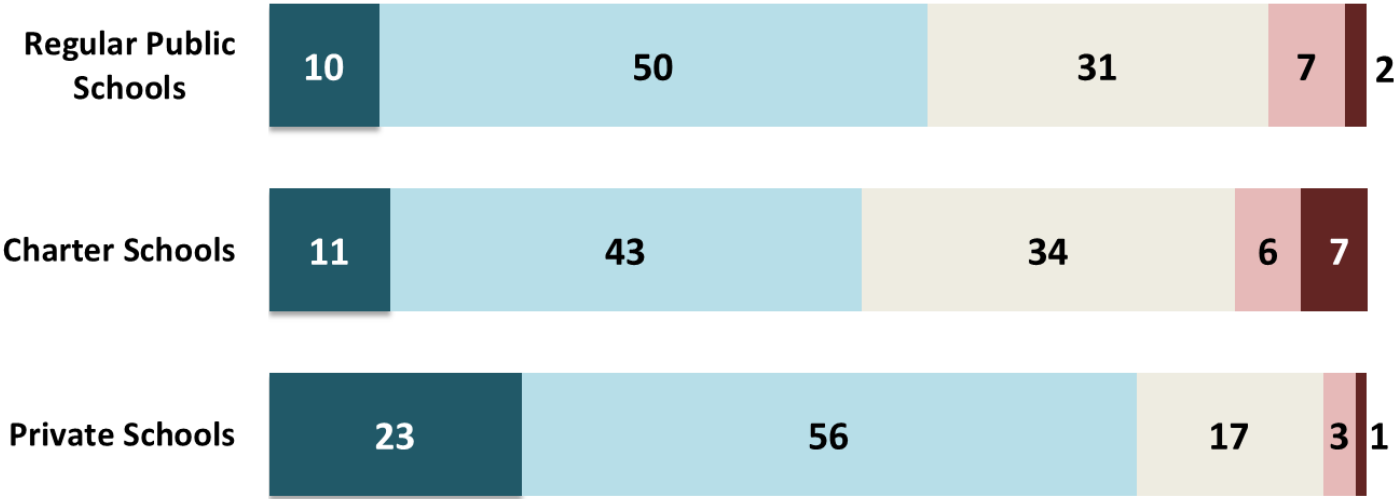


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q7.

Q7. In thinking about the schools in your area, what grade would you give...



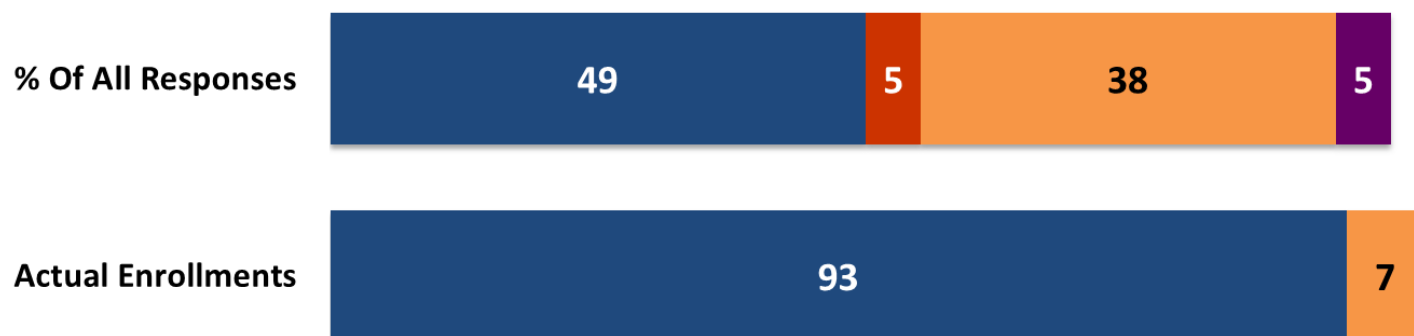
(% of only responses giving grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q7.

Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

- Regular Public School
- Charter School
- Private School
- Homeschool



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q8.

Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

	Charter School %	Homeschool %	Private School %	Public School %	N=
ALL RESPONDENTS	5	5	38	49	605
School Parent	5	4	46	44	127
Non-Schooler	5	6	35	52	474
COMMUNITY					
Urban	4	10	41	43	131
Suburban	8	4	37	48	134
Small Town	4	3	36	57	227
Rural	5	5	43	42	103
PARTY ID					
Democrat	3	2	24	70	205
Republican	8	5	54	30	145
Independent	6	7	39	47	201
IDEOLOGY					
Liberal	1	3	33	60	117
Conservative	7	7	50	33	223
Moderate	5	4	31	57	215
AGE GROUP					
18 to 34	4	6	37	52	84
35 to 54	4	4	45	45	162
55 & Over	6	6	34	52	332
HOUSEHOLD INCOME					
Under \$40,000	3	4	35	56	184
\$40,000 to \$79,999	5	7	42	44	189
\$80,000 & Over	4	5	43	44	141
RELIGION					
Catholic	3	2	54	38	140
Protestant	5	5	34	53	321
None	4	8	35	50	90

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

SOURCE: Friedman Foundation for Educational Choice, *Iowa K-12 & School Choice Survey*, Q8.

Q9. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.

Top 15 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	85
BETTER TEACHERS / TEACHERS / TEACHING	63
SOCIALIZATION / PEERS / OTHER KIDS	61
CLASS SIZE / STUDENT-TEACHER RATIO	45
INDIVIDUAL ATTENTION / ONE-ON-ONE	40
RELIGION / RELIGIOUS REASONS	34
DISCIPLINE / STRUCTURE	33
DIVERSITY / VARIETY	31
ACADEMICS / CURRICULUM	26
ENVIRONMENT / CULTURE / COMMUNITY	26
MORALS / VALUES / ETHICS	17
COST / TUITION / AFFORDABILITY	16
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	16
ALMA MATER / SOCIAL NETWORK	15
RESOURCES / FUNDING	12

SOURCE: Friedman Foundation for Educational Choice, *Iowa K-12 & School Choice Survey*, Q9.

Q10. Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

■ Oppose ■ Favor

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. With this information, do you generally favor or oppose charter schools?

Baseline (Q10)



With Definition (Q11)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q10 and Q11.

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

	Favor %	Oppose %	Diff	Intensity	N=
ALL RESPONDENTS	50	25	+ 25	+ 5	605
School Parent	48	25	+ 23	+ 2	127
Non-Schooler	51	26	+ 25	+ 6	474
COMMUNITY					
Urban	54	30	+ 24	+ 2	131
Suburban	51	27	+ 24	+ 2	134
Small Town	48	23	+ 25	+ 8	227
Rural	50	21	+ 29	+ 8	103
PARTY ID					
Democrat	40	35	+ 5	- 8	205
Republican	69	17	+ 52	+ 25	145
Independent	51	26	+ 25	+ 5	201
IDEOLOGY					
Liberal	46	32	+ 14	- 2	117
Conservative	61	19	+ 42	+ 19	223
Moderate	47	27	+ 20	- 4	215
AGE GROUP					
18 to 34	48	27	+ 21	+ 6	84
35 to 54	55	17	+ 38	+ 9	162
55 & Over	47	31	+ 16	+ 1	332
HOUSEHOLD INCOME					
Under \$40,000	53	26	+ 27	+ 3	184
\$40,000 to \$79,999	47	30	+ 17	+ 4	189
\$80,000 & Over	56	22	+ 34	+ 10	141
RELIGION					
Catholic	44	31	+ 13	+ 5	140
Protestant	53	25	+ 28	+ 5	321
None	50	22	+ 28	+ 3	90

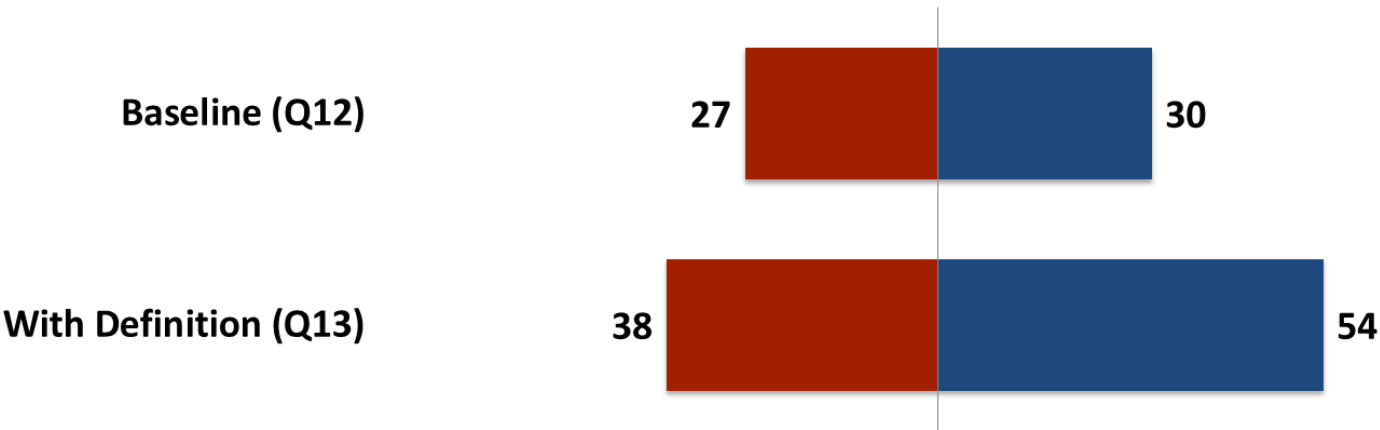
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Iowa K-12 & School Choice Survey*, Q11.

Q12. Based on what you know, or have heard from others... In general, do you favor or oppose “school vouchers”?

■ Oppose ■ Favor

Q13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q12 and Q13.

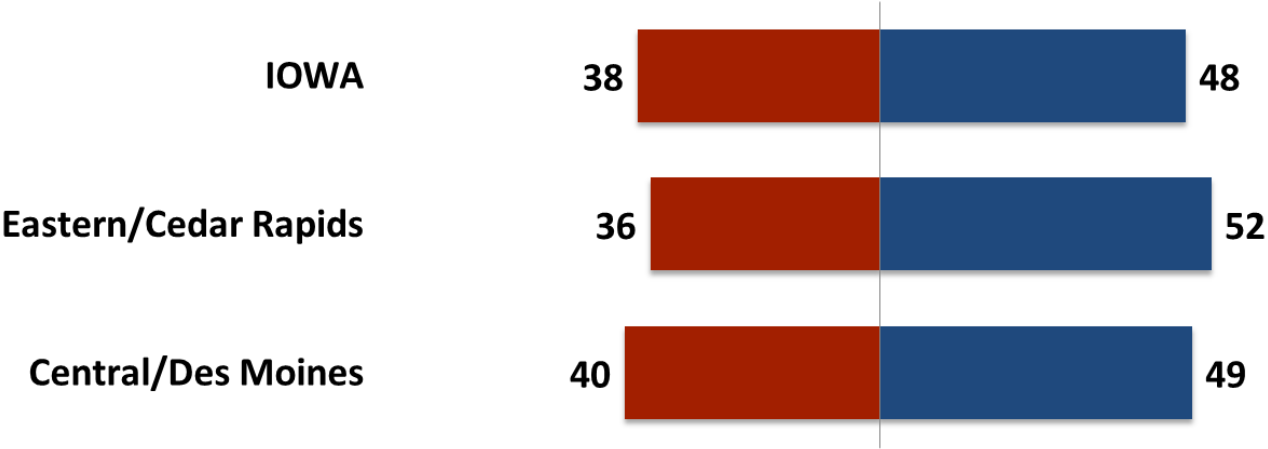
Q13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

	Favor %	Oppose %	Diff	Intensity	N=
ALL RESPONDENTS	54	38	+ 16	+ 5	605
School Parent	66	28	+ 38	+ 23	127
Non-Schooler	49	41	+ 8	- 2	474
COMMUNITY					
Urban	53	36	+ 17	+ 2	131
Suburban	45	44	+ 1	- 3	134
Small Town	56	38	+ 18	+ 10	227
Rural	61	30	+ 31	+ 10	103
PARTY ID					
Democrat	41	53	- 12	- 15	205
Republican	73	23	+ 50	+ 35	145
Independent	56	36	+ 20	+ 1	201
IDEOLOGY					
Liberal	46	45	+ 1	- 10	117
Conservative	70	25	+ 45	+ 29	223
Moderate	39	51	- 12	- 15	215
AGE GROUP					
18 to 34	60	29	+ 31	+ 17	84
35 to 54	62	31	+ 31	+ 12	162
55 & Over	44	48	- 4	- 7	332
HOUSEHOLD INCOME					
Under \$40,000	59	35	+ 24	+ 10	184
\$40,000 to \$79,999	52	41	+ 11	+ 1	189
\$80,000 & Over	55	38	+ 17	+ 4	141
RELIGION					
Catholic	57	32	+ 25	+ 17	140
Protestant	51	41	+ 10	+ 1	321
None	58	34	+ 24	+ 5	90

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Iowa K-12 & School Choice Survey*, Q13.

Q14. An "education savings account" - often called an "ESA" - allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q14.

Q14. An "education savings account" - often called an "ESA" - allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

	Favor %	Oppose %	Diff	Intensity	N=
ALL RESPONDENTS	48	38	+ 10	- 3	605
School Parent	58	28	+ 30	+ 11	127
Non-Schooler	44	42	+ 2	- 9	474
COMMUNITY					
Urban	50	38	+ 12	- 3	131
Suburban	48	36	+ 12	- 11	134
Small Town	50	37	+ 13	even	227
Rural	44	40	+ 4	- 1	103
PARTY ID					
Democrat	45	44	+ 1	- 10	205
Republican	55	28	+ 17	+ 7	145
Independent	48	41	+ 7	- 7	201
IDEOLOGY					
Liberal	52	37	+ 15	- 7	117
Conservative	54	32	+ 22	+ 4	223
Moderate	41	45	- 4	- 8	215
AGE GROUP					
18 to 34	60	27	+ 33	+ 11	84
35 to 54	56	30	+ 26	+ 8	162
55 & Over	37	50	- 13	- 19	332
HOUSEHOLD INCOME					
Under \$40,000	47	35	+ 12	- 1	184
\$40,000 to \$79,999	48	39	+ 9	- 7	189
\$80,000 & Over	50	39	+ 11	+ 3	141
RELIGION					
Catholic	50	34	+ 16	+ 7	140
Protestant	42	46	- 4	- 13	321
None	62	28	+ 34	+ 11	90

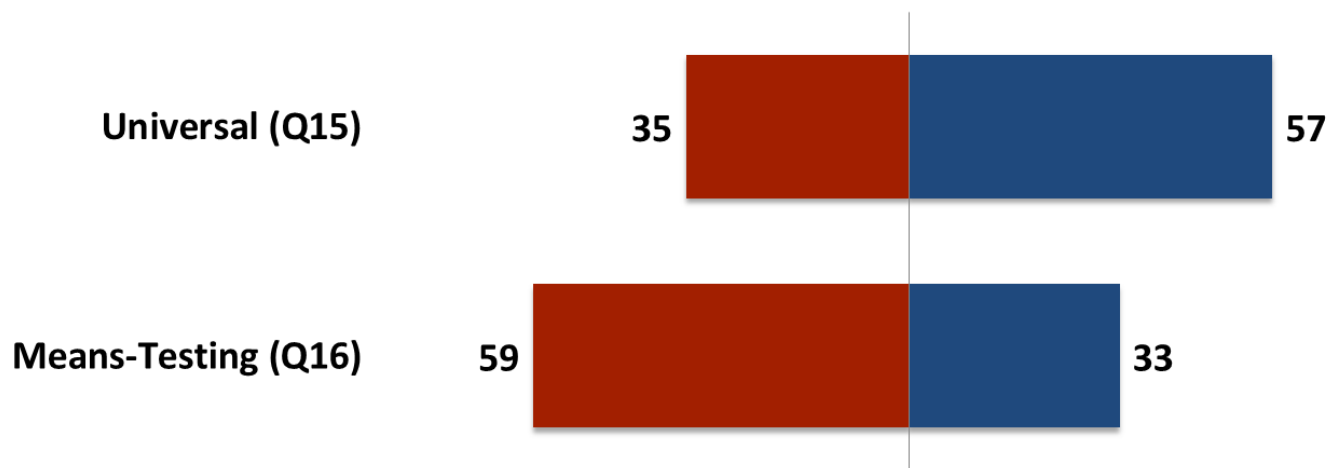
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Iowa K-12 & School Choice Survey*, Q14.

Q15. Some people believe that education savings accounts *should be available to all families, regardless of incomes and special needs*. Do you agree or disagree with that statement?

■ Disagree ■ Agree

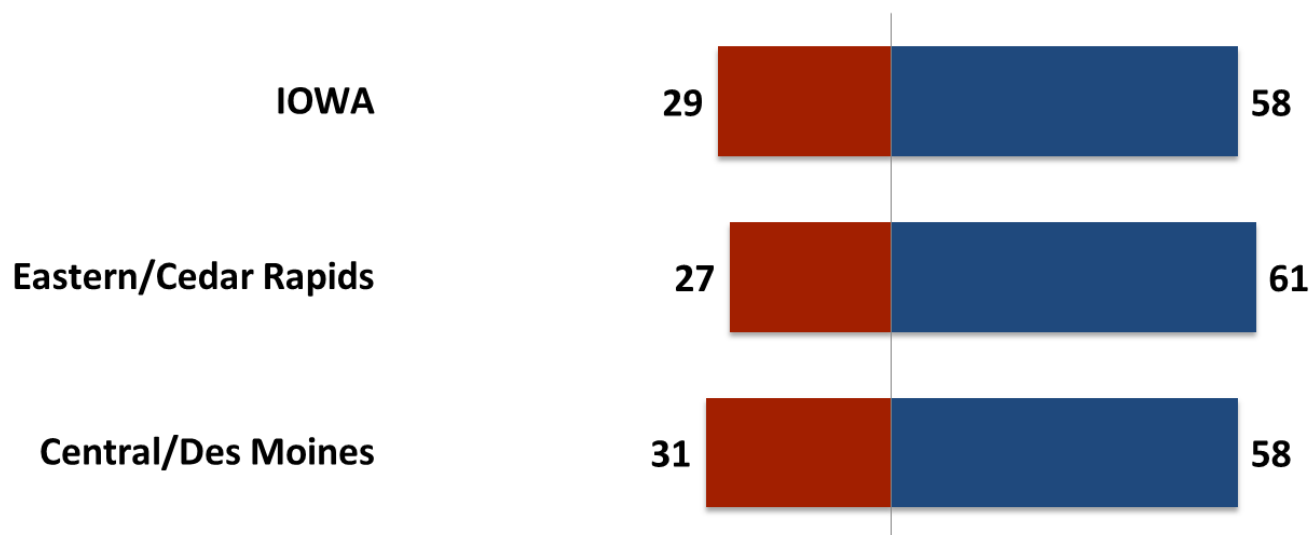
Q16. Some people believe that education savings accounts *should only be available to families based on financial need*. Do you agree or disagree with that statement?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q15 and Q16.

Q17. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

■ Oppose ■ Favor



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Iowa K-12 & School Choice Survey*, Q17.

Methods Summary

The “Iowa K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative sample of registered voters in the state of Iowa. Methodology included probability sampling and random-digit dial. The statewide sample includes a total of **605** telephone interviews completed in English from June 24 to July 2, 2013, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies.

The margin of sampling error for the statewide sample is ± 4.0 percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **7,146** calls were made in Iowa. Of these calls, **2,701** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **3,780** were usable numbers but eligibility unknown (including refusals and voicemail); **35** cell phone numbers were usable but not eligible for this survey; **25** people did not complete the survey. The average response rate of the landline interviews was **13.2%**. The average response rate of the cell phone interviews was **11.7%**.

Details on call dispositions, landline and cell phone response rates, and weighting are discussed in the following sections.

Sample Design

A combination of landline and cellular random-digit-dial (RDD) samples was used to represent registered voters in Iowa who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to BRI specifications.

SSI starts with a database of all listed telephone numbers, updated on a four- to six-week rolling basis, 25 percent of the listings at a time. All active blocks—contiguous groups of 100

phone numbers for which more than one residential number is listed—are added to this database. Blocks and exchanges that include only listed business numbers are excluded.

Numbers for the landline sample were drawn with equal probabilities from active blocks (area code + exchange + two-digit block number) that contained three or more residential directory listings. The cellular sample was not list-assisted, but was drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

Contact Procedures

Interviews were conducted from June 24 to July 2, 2013. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of making contact with potential respondents. Each phone number received at least one daytime call.

We have noticed over the last several years response rates have been declining for consumer polls. Generally, running surveys over a longer period of time will boost these response rates. However, lower response rates do not lead to lower reliability of the data. For example, polls with a sample size of 1,200 respondents run over a two-day period with response rates of 3% or 4% have been acceptable for public release.

The survey's margin of error is the largest 95% Confidence Interval for any estimated proportion based on the total sample—the one around 50%. The overall margin of error for this survey is $\pm 4.0\%$. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 4.0 percentage points away from their true values in the population.

It is critical to note that the margin of sampling error (MSE) is higher when considering the number of respondents for a given demographic subgroup. For example, the MSE for a subgroup of 150 respondents is ± 8.0 percentage points.

In addition to sampling error, question wording, ordering, and other practical difficulties when conducting surveys may introduce error or bias into the findings of public opinion research.

Call Dispositions and Response Rates

Iowa Statewide Call Dispositions					
<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
4,481	2,665	Total	967	818	Disconnected
4,481	2,665	Released	11	0	Fax
0	0	Unreleased	45	11	Government/Business
3,229	1,825	Usable	-	0	Non Cell Phone
1,252	840	Unusable	2	-	Non Landline
3,229	1,542	Qualified	1,025	829	Unusable
72.1%	68.5%	Est. Usability	747	34	No Answer
100.0%	84.3%	Est. Eligibility	66	0	Busy
13.2%	11.7%	Est. Response	813	34	Usability Unknown
			425	180	Complete
			17	8	Break-Off
			442	188	Usable/Eligible
			958	628	Refused
			11	9	Language Barrier
			715	594	Voice Mail
			438	301	Call Back-Retired
			76	47	Strong Refusal
			3	0	Privacy Manager
			2,201	1,579	Usable/Eligible Unknown
			-	-	Under 18
			-	-	Not Registered in State
			-	35	Terminate
			0	35	Usable/Ineligible
13.2%	11.7%	Response Rate			

Weighting Procedures and Analysis

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, the sample demographics were balanced to population parameters. Using weighting targets, the sample was balanced to reflect the targeted population representation by Age, Gender, Race, Ethnicity, and Region. The weighted and unweighted results are available on request.

All weighting measures are based on 2010 Census Bureau statistics for the state of Iowa.

Special note: We calculated age distributions from date-of-birth information on file from the state's respective registered voter database, as supplied by Aristotle International.

About the Author

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. He joined the Foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. His other responsibilities include directing and managing all research projects commissioned by the Foundation. DiPerna has traveled to 25 states for his work, making numerous presentations on survey findings and giving talks discussing school choice policies for audiences including public officials, policy professionals, the media, academics, and advocates.

Previously, DiPerna served as the assistant director for the Brown Center on Education Policy at the Brookings Institution in Washington, D.C. His six years at Brookings included projects evaluating the federal Blue Ribbon Schools Program and analyzing student achievement in charter schools. DiPerna was a research analyst for the first five issues of the Brown Center Report on American Education (2000-04). He also managed and coordinated the activities of the National Working Commission on Choice in K-12 Education (2001-05).

A native of Pittsburgh, DiPerna earned an M.A. in political science from the University of Illinois (2000) and B.A. from the University of Dayton (1996).

Acknowledgements

A number of people made significant contributions during the course of this survey project. Our friends at Iowa ACE, led by Trish Wilger, have given us invaluable insights and context at the local/state level. We would like to thank the team at Braun Research who assisted in project development, and for their excellent work in conducting the interviews and collecting the data. I appreciate the time and commitments from Paul Braun, Cynthia Miller, and Dave Oshman. Finally, we are of course grateful to the respondents who generously agreed to participate in our survey interviews.

About the Survey Organization

Braun Research, Inc. (BRI)

The Braun Research network of companies, founded in 1995, combined employ 37 full-time and more than 267 part-time employees engaged in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 18 years, Braun Research has conducted more than 8,900 research projects by telephone, internet, and mail worldwide.

Nationally-known research firms have hired Braun Research, including the Gallup Organization, the Pew Research Center, the Eagleton Poll, Mathematica Policy Research, and *The Washington Post*. Braun Research has worked for the New Jersey Department of Health and Human Services, as well as other government agencies including the United States Departments of the Treasury and Defense, and the Center for Disease Control.

Braun Research is a well-respected firm employing techniques and standards approved by various survey research academic organizations and other affiliations including those with whom Braun is an active member, including AAPOR (American Association for Public Opinion Research), MRA/CMOR (Market Research Association/Council on Marketing and Opinion Research), and CASRO (Council on American Survey Research Organizations).

Braun's services on behalf of other research firms are up to standards required by various professional associations where Braun enjoys membership, and in some cases, participates actively. Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. He has served as President of the New Jersey Chapter of AAPOR.

About the Survey Sponsor

The Friedman Foundation for Educational Choice

The Friedman Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the Foundation continues to promote school choice as the most effective and equitable way to improve the quality of K-12 education in America. The Foundation is dedicated to research, education, and outreach on the vital issues and implications related to choice and competition in K-12 education.

Commitment to Methods & Transparency

The Friedman Foundation for Educational Choice is committed to research that adheres to high scientific standards, and matters of methodology and transparency are taken seriously at all levels of our organization. We are dedicated to providing high-quality information in a transparent and efficient manner.

All individuals have opinions, and many organizations (like our own) have specific missions or philosophical orientations. Scientific methods, if used correctly and followed closely in well-designed studies, should neutralize these opinions and orientations. Research rules and methods minimize bias. We believe rigorous procedural rules of science prevent a researcher's motives, and an organization's particular orientation, from pre-determining results. If research adheres to proper scientific and methodological standards, its findings can be relied upon no matter who has conducted it. If rules and methods are neither specified nor followed, then the biases of the researcher or an organization may become relevant, because a lack of rigor opens the door for those biases to affect the results.

Our authors take full responsibility for research design, analysis, charts, and any unintentional errors or misrepresentations. They welcome any and all questions related to methods and findings.

About the Survey Release Partner

Iowa Alliance for Choice in Education (Iowa ACE)

Iowa Alliance for Choice in Education (Iowa ACE) is the voice for choice in the state of Iowa. Iowa ACE is a non-profit, non-partisan organization whose primary goal is to empower parents by removing the barriers that keep them from the “best-fit” educational options for their children. We envision a state where all children and parents are able to access and afford their school of choice, regardless of their income or address. Iowa ACE works throughout the year across the state of Iowa to promote the many benefits of parental choice in education, and strives to protect and expand school choice programs in Iowa.

Iowa K-12 & School Choice Survey “Toplines”

Interview Dates: June 24 to July, 2013

Sample Frame: Registered Voters

Sample Sizes: IOWA = 605

Eastern/Cedar Rapids = 262

Central/Des Moines = 229

Margins of Error: IOWA = ± 4.0 percentage points

Eastern/Cedar Rapids = ± 6.1 percentage points

Central/Des Moines = ± 6.5 percentage points

Displayed numbers in tables are percentages, unless otherwise noted.

Due to rounding, percentage totals for a given question may be slightly greater or less than 100%.

“For this brief interview, if you are completely unsure about your answer or have no feelings for an answer, you can say ‘I Don’t Know.’” [ENTER AS “DK”]

[CODE GENDER OF RESPONDENT; DO NOT ASK, UNLESS GENDER IS IN QUESTION]

	Male	Female
IOWA	48	52

1. Which of the following do you see as the most important issue facing the state of Iowa right now?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Crime	Economy / Jobs	Education	Environment	Health Care	Housing	Immigration	Values Issues	Taxes
IOWA	3	27	19	3	17	2	5	8	10
Eastern/Cedar Rapids	3	27	19	3	21	2	4	7	8
Central/Des Moines	4	26	19	3	14	2	5	8	14

2. How much attention do you pay to issues involving K-12 education?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	A Lot	Some	Very Little	None	DK/Ref (VOL.)
IOWA	40	36	17	6	0
Eastern/Cedar Rapids	39	37	17	7	0
Central/Des Moines	43	33	17	7	0

3. Do you feel things in Iowa's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Right Direction	Wrong Track	DK/Ref (VOL.)
IOWA	40	46	15
Eastern/Cedar Rapids	34	52	14
Central/Des Moines	44	43	13

4. How would you rate Iowa's public school system?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
IOWA	12	52	30	5	1
Eastern/Cedar Rapids	11	49	33	5	2
Central/Des Moines	12	57	26	5	< 1

5. How much do you think is spent per year on each student in Iowa's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

[OPEN-END. BASED ON RESPONSE, SELECT ONE OF THE FOLLOWING CATEGORIES]

[IF DEPENDS, PROBE ONCE, OFFERING RANGE CATEGORIES. IF STILL DEPENDS, ENTER AS "DK"]

	Less than \$4,000	\$4,001 – \$8,000	\$8,001 – \$12,000	\$12,001 – \$16,000	Over \$16,000	DK/Ref (VOL.)
IOWA	19	28	11	4	5	34
Eastern/Cedar Rapids	20	30	11	3	4	31
Central/Des Moines	22	24	11	4	7	33

6. (*Split A*) Do you believe that public school funding in Iowa is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
IOWA	7	40	45	8
Eastern/Cedar Rapids	5	38	49	8
Central/Des Moines	9	37	46	8

6. (*Split B*) According to the most recent information available, in Iowa \$9,807 is being spent each year per student attending public schools. Do you believe that public school funding in Iowa is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
IOWA	15	41	34	11
Eastern/Cedar Rapids	14	45	31	11
Central/Des Moines	18	34	40	8

7. In thinking about the schools in your area, what grade would you give...

[GRADE OPTIONS: A, B, C, D, or F]

[ROTATE “REGULAR PUBLIC SCHOOLS,” “PRIVATE OR PAROCHIAL SCHOOLS”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

IOWA	A	B	C	D	F	DK/Ref (VOL.)
Regular Public Schools	10	49	30	7	2	3
Charter Schools	5	21	16	3	3	52
Private Schools	17	41	13	2	1	26

8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

[RANDOMIZE RESPONSES TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Charter School	Homeschool	Private School	Regular Public School	Virtual School	DK/Ref (VOL.)
IOWA	5	5	38	49	< 1	2
Eastern/Cedar Rapids	4	7	45	41	< 1	3
Central/Des Moines	5	5	30	58	< 1	1

9. What is the most important characteristic or attribute that would cause you to choose a **[INSERT SCHOOL TYPE FROM PREVIOUS QUESTION]** for your child? Please use one word, or a very short phrase.

[OPEN-END. IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

Top 15 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

IOWA	
BETTER EDUCATION / QUALITY	85
BETTER TEACHERS / TEACHERS / TEACHING	63
SOCIALIZATION / PEERS / OTHER KIDS	61
CLASS SIZE / STUDENT-TEACHER RATIO	45
INDIVIDUAL ATTENTION / ONE-ON-ONE	40
RELIGION / RELIGIOUS REASONS	34
DISCIPLINE / STRUCTURE	33
DIVERSITY / VARIETY	31
ACADEMICS / CURRICULUM	26
ENVIRONMENT / CULTURE / COMMUNITY	26
MORALS / VALUES / ETHICS	17
COST / TUITION / AFFORDABILITY	16
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	16
ALMA MATER / SOCIAL NETWORK	15
RESOURCES / FUNDING	12
OTHER RESPONSES	87
DK / NO RESPONSE / REFUSED	40

“For the remainder of this interview, if you are completely unsure about your answer or have no feelings for an answer, feel free to say ‘I Don’t Know.’” [ENTER AS “DK”]

10. Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
IOWA	7	20	11	9	53
Eastern/Cedar Rapids	8	19	8	11	54
Central/Des Moines	7	22	13	8	50

11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
IOWA	16	34	15	11	25
Eastern/Cedar Rapids	18	35	13	11	23
Central/Des Moines	14	36	14	10	26

12. Based on what you know, or have heard from others... In general, do you favor or oppose “school vouchers”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
IOWA	15	16	12	15	43
Eastern/Cedar Rapids	15	17	13	12	43
Central/Des Moines	16	15	10	17	42

13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
IOWA	28	25	15	23	9
Eastern/Cedar Rapids	29	28	15	20	8
Central/Des Moines	28	22	15	29	7

14. An "education savings account" – often called an ESA – allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of “savings account system”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
IOWA	21	28	14	24	14
Eastern/Cedar Rapids	21	31	15	22	12
Central/Des Moines	24	25	12	27	12

15. Some people believe that ESAs should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
IOWA	32	26	14	21	8
Eastern/Cedar Rapids	32	28	13	18	9
Central/Des Moines	31	27	16	21	5

16. Some people believe that ESAs should only be available to families based on financial need. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
IOWA	15	18	23	36	9
Eastern/Cedar Rapids	14	20	21	38	8
Central/Des Moines	17	14	28	35	7

17. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
IOWA	27	31	12	18	13
Eastern/Cedar Rapids	31	30	12	15	11
Central/Des Moines	26	32	11	20	11

“Now the following questions should be pretty quick, and for statistical purposes only....”

18. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from preschool through high school?

[IF NEEDED: IF CHILD IS CURRENTLY ENROLLED OR ENTERING PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]

[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2012, ENTER "NO"]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
IOWA	27	5	36	31	1

19. Generally speaking, do you usually consider yourself a Republican, a Democrat, an Independent, or something else?

[Code for Democrat, Republican, Independent, Libertarian, Other, or “DK”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
IOWA	33	25	32	5	< 1	5

20. How would you describe your views on most political matters? Generally, do you think of yourself as liberal (or progressive), moderate, or conservative? **[Rotate Liberal and Conservative]**

[Code only for Liberal (or Progressive), Moderate, Conservative, or “DK”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Liberal or Progressive	Moderate	Conservative	DK/Ref (VOL.)
IOWA	20	33	39	8

21. How would you best describe where you live?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Urban	Suburban	Small Town	Rural	DK/Ref (VOL.)
IOWA	22	21	39	17	1

22. Which of the following age categories do you fall in?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
IOWA	24	33	42	1

23. Are you, yourself, of Hispanic or Latino origin, such as Mexican, Puerto Rican, Cuban, or some other Spanish background?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Hispanic	Not Hispanic	DK/Ref (VOL.)
IOWA	2	97	1

24. Which of the following best describes your race?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other	DK/Ref (VOL.)
IOWA	1	1	2	1	94	< 1	1

25. Which of the following best describes you?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Single / Never Married	Single / With Partner	Married	Divorced	Widowed	DK/Ref (VOL.)
IOWA	17	6	57	10	9	1

26. What is your religion, if any? **[DO NOT READ CATEGORIES]**

[IF GIVEN SPECIFIC PROTESTANT DENOMINATION, SIMPLY CODE PROTESTANT]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Catholic	Jewish	Mormon	Muslim	Protestant	Other	None	DK/Ref (VOL.)
IOWA	22	< 1	1	0	49	2	21	5

27. What is the last grade or class that you completed in school? **[DO NOT READ CATEGORIES]**

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

- None (Grades 1-8)
- High School Incomplete (Grades 9-11)
- High school Graduate (Grade 12 or GED Certificate)
- Technical, Trade, or Vocational School (AFTER High School)
- Some College (Associate’s Degree, No 4-Yr Degree)
- College Graduate (Bachelor’s Degree or Other 4-Yr Degree)
- Post-Graduate Training or Professional Schooling After College (Toward a Master's Degree, Ph.D.; Law, Medical School)

	Grades 1 to 8	Grades 9 to 11	HS Graduate	Technical/ Vocational	Some College	College Graduate	Post- Graduate	DK/Ref (VOL.)
IOWA	1	4	25	6	22	28	13	1

28. Please stop me when I read the category that best describes your current annual household income, before taxes?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Under \$40,000	\$40,000 to \$79,999	\$80,000 & Over	DK/Ref (VOL.)
IOWA	31	32	24	12

[PLEASE MAKE THE FOLLOWING TEXT AVAILABLE TO INTERVIEWERS ANYTIME A RESPONDENT ASKS ABOUT THE NATURE OF THE SURVEY SPONSOR OR FRIEDMAN FOUNDATION]

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